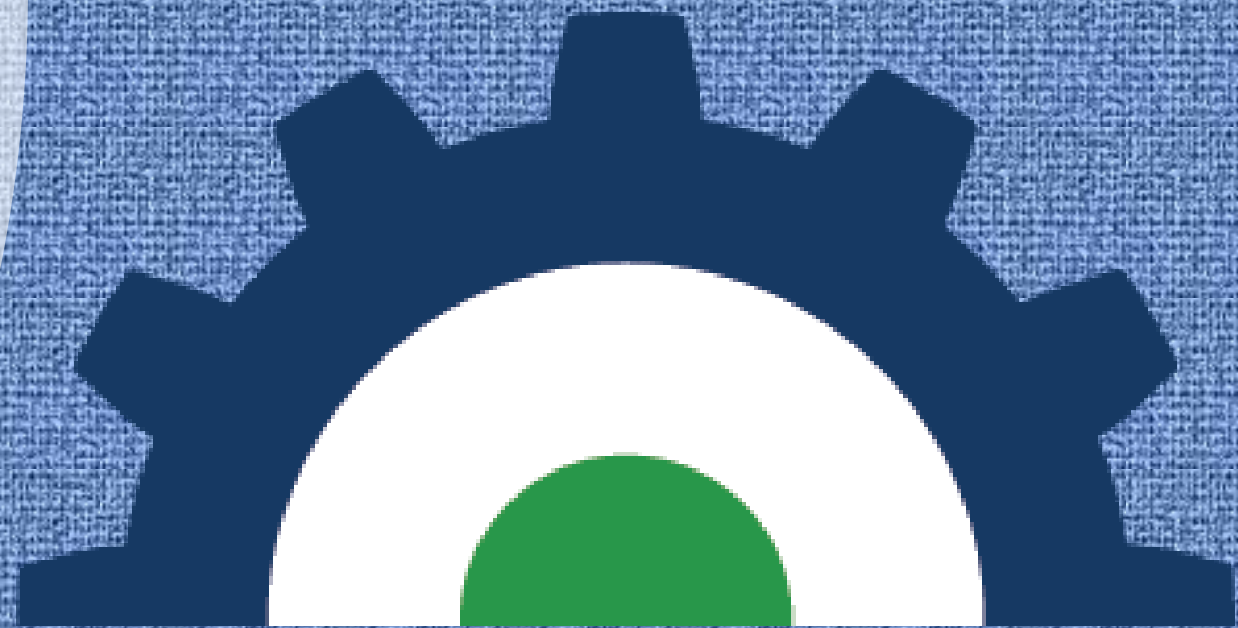


MAY REGIONAL DIRECTOR'S MEETING

May 8-11, 2018



ECATS

Follow-up: March Director's Advisory Committee

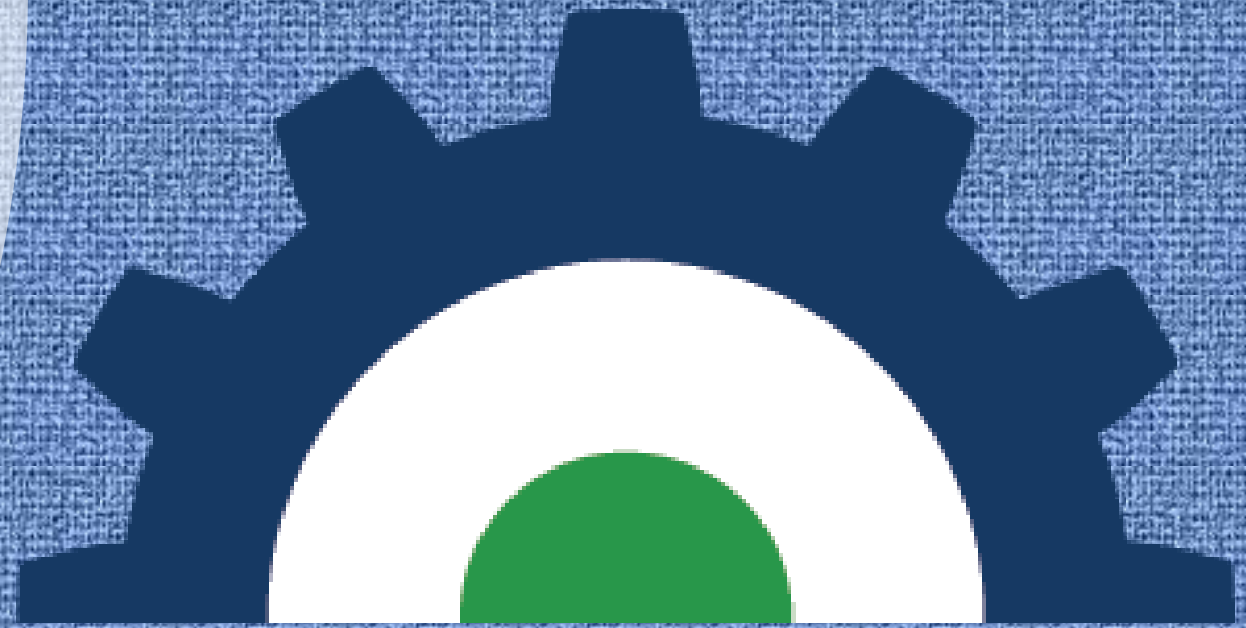
ECATS: Training Supports for the Field

- Goal #1 Release pdfs of Forms + Directions
- Goal #2 Release User Guides with Screenshots
- Goal #3 Provide "Orientation/Sneak Peak" Video of the Platform
- Goal #4 Train data managers for minimum reporting requirements in dark/grace period
- Goal #5 EC Director Training (Advanced Reporting/Standard Reports/Administrative Tasks)
- Goal #6 Share Baseline Descriptions of User Permission/Roles for Access Planning
- Goal #7 Release a Parent Letter to Introduce ECATS and Explain Transition

Agenda

- User Types/Permissions/Roles
- Widgets/Dashboards
- Reporting
 - Standard Reports
 - Advanced Reporting
 - Federal Reports
- Resource Overview
 - Quick Reference Guide
 - End User Manual
 - New Forms
 - Parent Letter
- Data Management Activities
 - Preparation for Transition
 - Upcoming Training

User Types: Roles & Permissions (Goal #6)



ECATS

What gives a user access?

NCEdCloud
IAM Account

Account creation
through the staff
UID system

Granting access to
RapidID/NCEdCloud

PowerSchool
Associations

School Associations
= ECATS icon(s) in
RapidID/NCEdCloud

Assigns staff to
their class rosters

Updated
Information sent
from PowerSchool
to ECATS nightly

What gives a user access (cont.)?



How do I know which user type to use?

- Is this staff member primarily responsible for working at the administrative or central office level?
- Is this staff member seen as a School Lead/EC Coordinator in the school or LEA?
- Does this staff member work only with data, or do they lead IEP meetings?
- Is this staff member responsible for delivering and recording special ed/related services prescribed on the IEP/PSSP?
- Does this staff member work at one school or multiple schools?
- Does this staff member need access to all students at their school(s)?



User type levels

District

- LEA Administrator 1
- LEA Administrator 2
- LEA Administrator 3
- LEA Data Manager
- Service Provider 2
- EC Administrator

School

- School Administrator 1
- School Administrator 2
- School Data Manager
- General Education Administrator
- EC Teacher 2
- General Education Teacher 2

Student

- Service Provider 1
- General Education Teacher 1
- EC Teacher 1

How are user types assigned to staff?



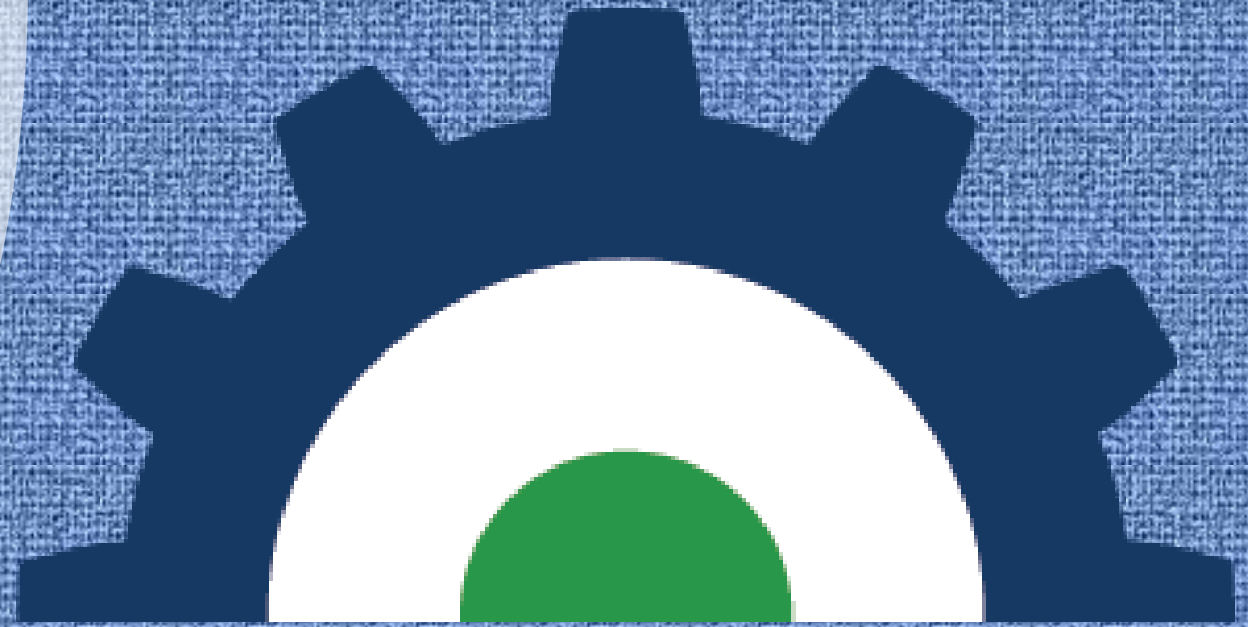
WE WANT YOU!
...TO DO IT!

User Type Name	LEA Rep	Special Ed Rep	Gen Ed Rep	Interpreter of Results	Case Manager	Team Member
LEA Administrator 1	X	X				X
LEA Administrator 2	X	X			X	X
LEA Administrator 3						X
School Administrator 1						
School Administrator 2	X			X		X
School Data Manager						X
LEA Data Manager						
Service Provider 1						X
Service Provider 2		X			X	X
EC Administrator	X	X		X	X	X
General Education Administrator						X
EC Teacher 1	X	X		X	X	X
EC Teacher 2	X	X		X	X	X
General Education Teacher 1			X			X
General Education Teacher 2			X			X



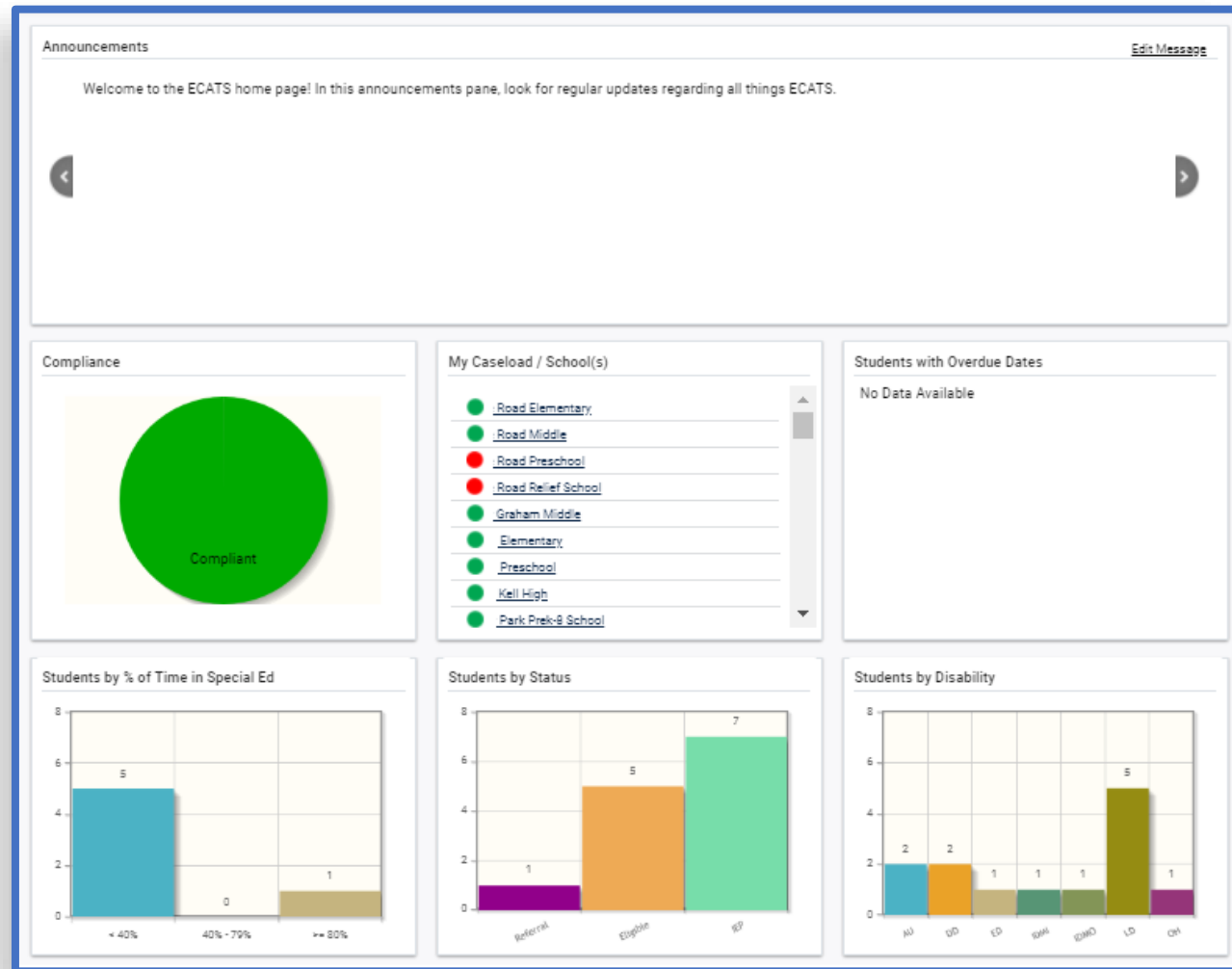
Widgets and Dashboards

(Goal #5)

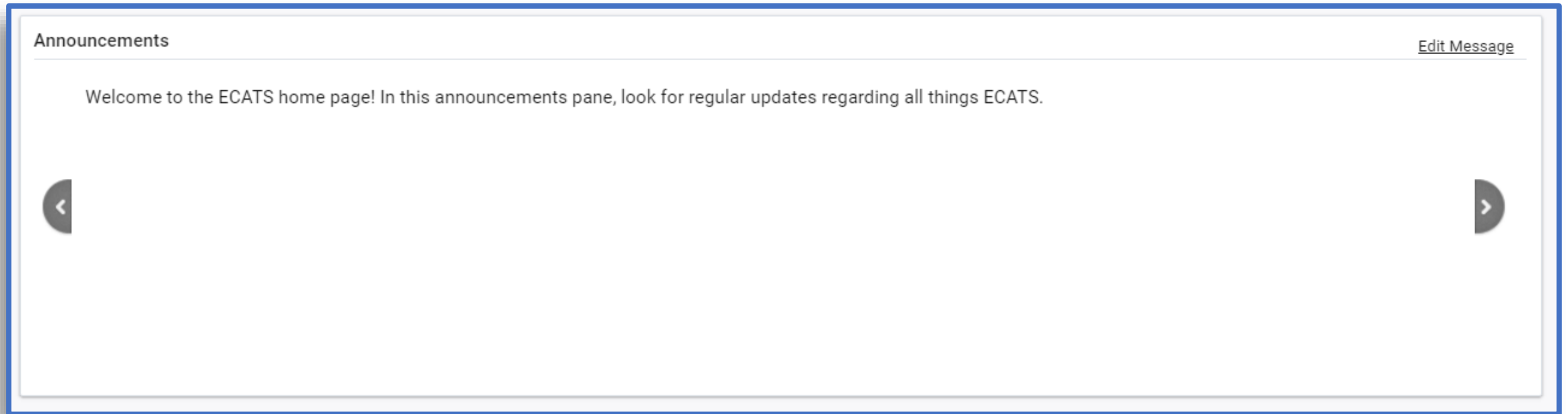


ECATS

What are Widgets and the Dashboard?



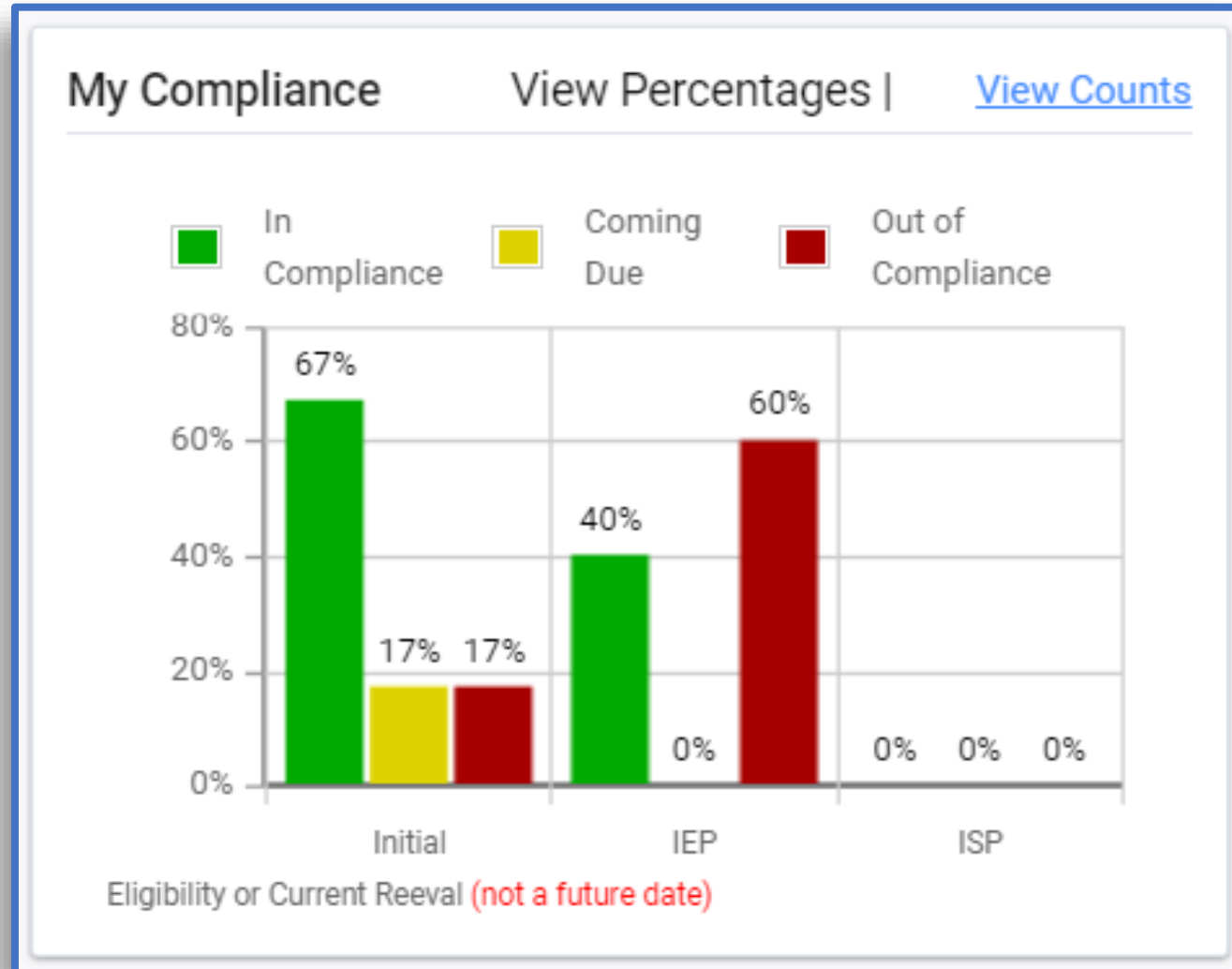
Widget: Announcements



Widget: My Meetings

 My Meetings		
Upcoming Meetings		My Calendar
<u>Friday</u>		July 08
3:00 PM	James D. IEP Meeting	
<u>Saturday</u>		July 09
No Meetings Entered		
<u>Sunday</u>		July 10
No Meetings Entered		
<u>Monday</u>		July 11
8:00 AM	All Staff PD	
<u>Tuesday</u>		July 12
12:00 AM	ESY Session Ending	
<u>Wednesday</u>		July 13
No Meetings Entered		
<u>Thursday</u>		July 14
No Meetings Entered		

Widget: My Compliance











Widget: My Caseload




My Students (23 Students)	
	Jose Aarnette
	Markus Adams
	Aida Alexander
	Brittany Allen
	Bert Arrington
	Aiden Banks
	Antonio Banks
	Alice Beach
	Cara Berger

Widget: My School(s) Compliance







School Compliance	
All School(s)	(168 School(s))
	*Ps 110 Florence Nightingale
	3rd Street Elementary
	51st Avenue Academy (the Path To Academic Excellence)
	Academy For Excellence Through The Arts
	Ace Academy For Scholars At The Geraldine Ferraro Campus
	August Martin High School
	Bayside High School
	Benjamin N Cardozo High School

LEA Level Administrator View

My School(s)	
My School(s)	
	*Ps 110 Florence Nightingale

School Level Administrator View

Widget Drilldown: My Schools to My Staff

<u>CP</u>	<u>Cal</u>	<u>Name</u>	<u>School(s)</u>	<u>Students</u>	<u>Title</u>	<u>User Type</u>	<u>E-mail Address</u>
		Clinician Test	-All-	1, 5	Test User	Service Provider 2	Email@email.com
		Daniel Test	TS, TS-1, TS-2	1, 0		EC Teacher 2	Email1@email.com
		Special Ed Test	TS	3, 0	Special Education Teacher	EC Teacher 1	Email2@email.com

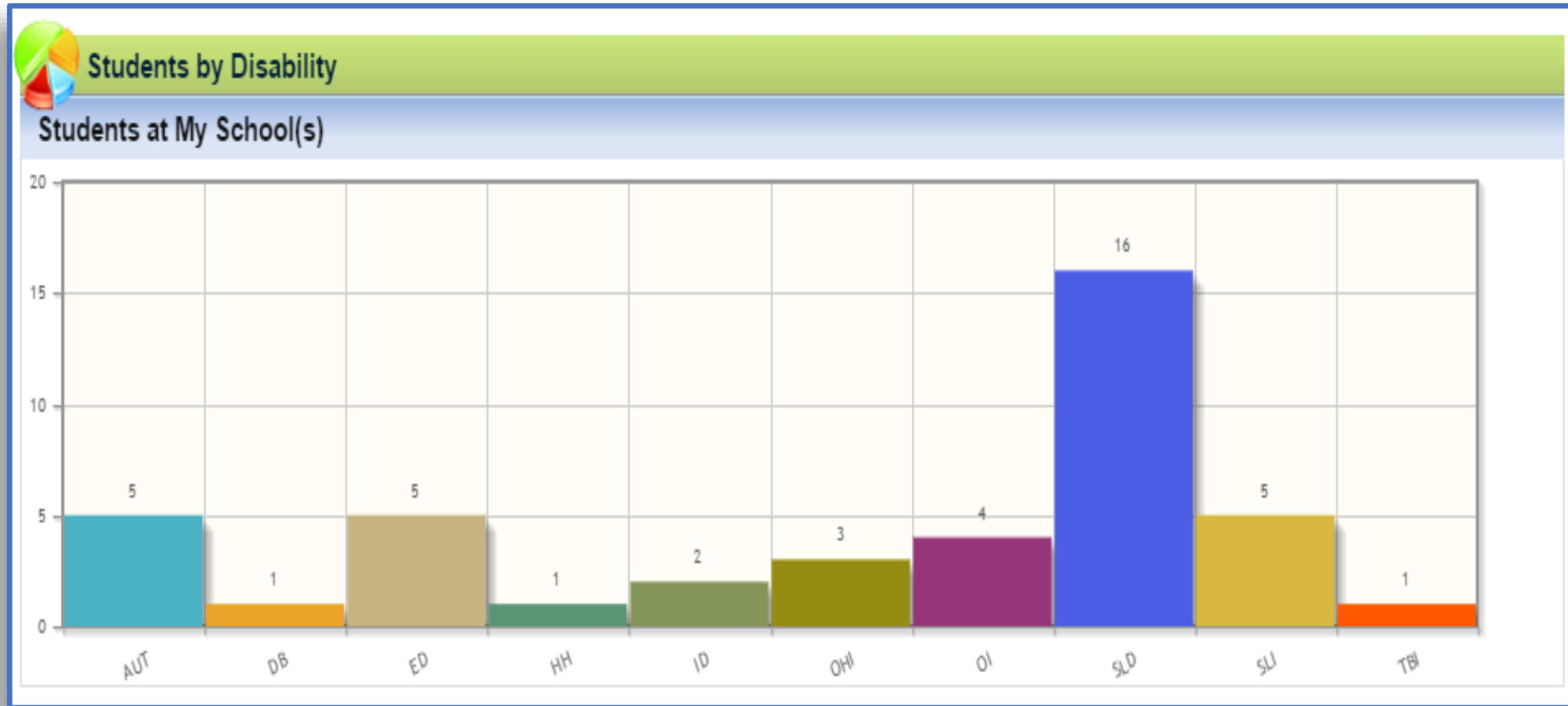
Widget: My Reports

 **My Reports**

All Reports

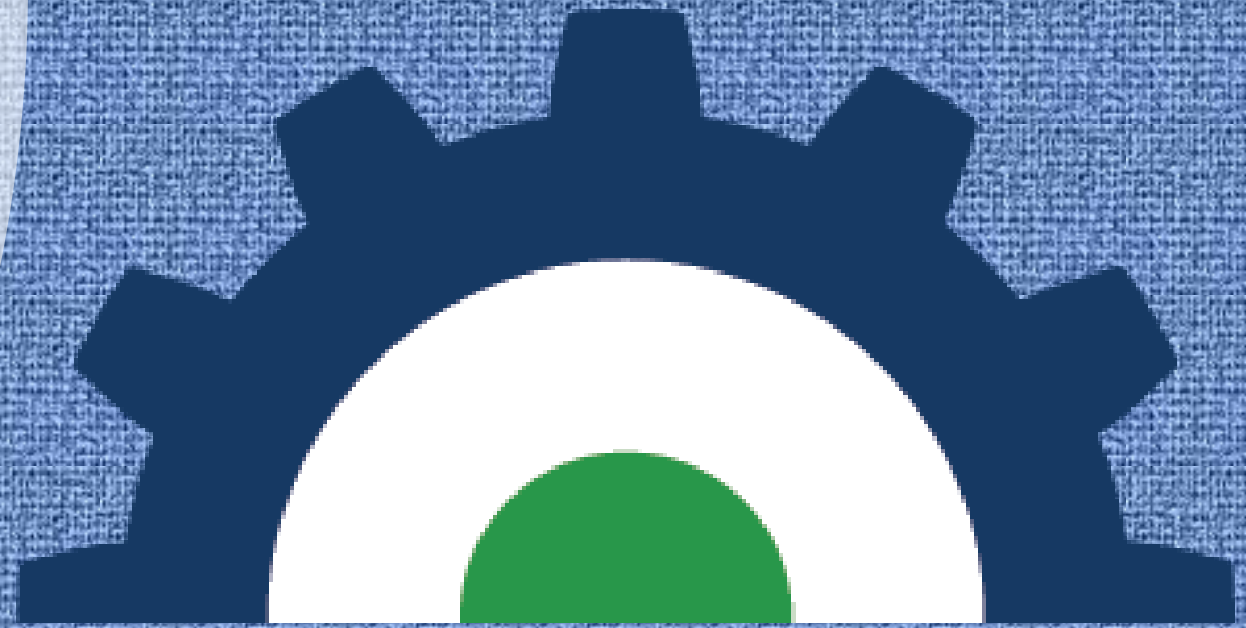
<u>Caseloads as of a Point in Time</u>	04/23/2014
<u>Services Prescribed vs Delivered (pdf)</u>	04/23/2014
<u>IEP's Due (pdf)</u>	04/23/2014

Widget: Students by Disability



Reporting

(Goal #5)



ECATS

Standard Reports

Report Selection Page

[Accommodations Report - School/Grade/Age \(PDF\)](#)

[Accommodations Report - School/Grade/Age \(PDF\) - Caseload](#)

[Accommodations Report - School/Grade/Class/Test \(xls\)](#)

[Accommodations Report - School/Grade/Class/Test \(xls\) - Caseload](#)

[Accommodations Report - School/Grade/Dis/Test \(PDF\) - Caseload](#)

[Accommodations Report - School/Grade/Disability/Test \(PDF\)](#)

[Accommodations Report - School/Test \(xls\)](#)

[Accommodations Report - School/Test \(xls\) - Caseload](#)

[Caseloads as of a Point in Time](#)

[Contact Log Report as Case Manager \(PDF\)](#)

[Contacts Report \(PDF\)](#)

[ESY by School by Case Manager \(xls\)](#)

This report offers substantial flexibility in displaying class and testing accommodations for students. Filter by: Date of Accommodations, School, Grade, Disability, Regular Participation, Testing Participation Areas, Student Status Fields: Student Name, Student Code, School Code, Grade, Case Manager, Disability Code, Participation Area (test or class), Accommodation

[Overdue Eligibility/IEP Report \(xls\)](#)

Report Creation Page

School:

CHECK ALL

CHECK NONE

☐ Test School

Grade:

CHECK ALL

CHECK NONE

<input checked="" type="checkbox"/> AE	<input checked="" type="checkbox"/> P3	<input checked="" type="checkbox"/> Fourth Grade	<input checked="" type="checkbox"/> Tenth Grade
<input checked="" type="checkbox"/> UG/NG	<input checked="" type="checkbox"/> Pre-Kindergarten	<input checked="" type="checkbox"/> Fifth Grade	<input checked="" type="checkbox"/> Eleventh Grade
<input checked="" type="checkbox"/> OS	<input checked="" type="checkbox"/> Kindergarten	<input checked="" type="checkbox"/> Sixth Grade	<input checked="" type="checkbox"/> Twelfth Grade
<input checked="" type="checkbox"/> P0	<input checked="" type="checkbox"/> First Grade	<input checked="" type="checkbox"/> Seventh Grade	<input checked="" type="checkbox"/> Thirteenth Grade
<input checked="" type="checkbox"/> P1	<input checked="" type="checkbox"/> Second Grade	<input checked="" type="checkbox"/> Eighth Grade	<input checked="" type="checkbox"/> Graduated
<input checked="" type="checkbox"/> P2	<input checked="" type="checkbox"/> Third Grade	<input checked="" type="checkbox"/> Ninth Grade	

CHECK ALL

CHECK NONE



Report Results

For the accommodations report, the following results are returned:

Student Code	School	Grade	Case Manager	Disability	IEP Begin Date	IEP End Date	Participation Area
123456789	EAH	9	Steven Smith	OH	2/16/2018	2/15/2019	Course Assessments - Math 1
123456790	EAH	10	Steven Smith	OH	2/16/2018	2/15/2019	CTE Post-Assessment
123456791	EAH	11	Steven Smith	OH	2/16/2018	2/15/2019	Final Exam - English Language Arts I
123456792	EAH	12	Steven Smith	OH	2/16/2018	2/15/2019	Final Exam - World History
123456793	EAH	13	Steven Smith	OH	2/16/2018	2/15/2019	Final Exam - American History: The Founding Principles, Civics, and Economics
123456794	EAH	14	Steven Smith	OH	2/16/2018	2/15/2019	Final Exam - Math 2
123456795	EAH	15	Steven Smith	OH	2/16/2018	2/15/2019	PreACT (Grade 10)
123456796	EAH	16	Steven Smith	OH	2/16/2018	2/15/2019	Course Assessments - Biology

Advanced Reporting

Federal Reports





Resource Overview



ECATS

Quick Reference Guide

(Goal #2)

Quick Reference Guide



Public Focus. Proven Results.™

ECATS™ Quick Reference Card

A resource for EC Teachers and Related Service Providers

Logging In

1. To login to ECATS, go to the NCEdcloud IAM Service and select the icon for ECATS.
2. *Note: If you do not have a login to NCEdcloud IAM Service, you need to claim your account or have an NCID account created. Contact your local NCID representative.*

Main Menu & Messages

1. The Main Menu Announcements can be used by your district and NCDPI to post messages and add information regarding updates or scheduled site maintenance.
2. The Resources section at the bottom of the page has school

2. Either search for a specific student by entering their Last Name, Student ID or other information *or* scroll to bottom and click 'View My Caseload'.
 - The student's name will not appear on your caseload unless you have been added as IEP Team Member for that student. To add yourself to a student's IEP Team, follow the "Team Tab" instructions below.
3. Choose the specific student by clicking on their blue hyperlink name.
 - *From here, an additional menu will appear!*
4. Fill out the following tabs to complete the IEP Process for the specific student.

Adding Users to IEP Team:

1. Select the "Team" link from the Student Information dropdown
2. Select the Case Manager (if you have permission) from the drop down menu. If you are the Case Manager, your name will appear here.
3. Click the 'Select IEP Team' button to add IEP Team Members.
4. To add an IEP Team Member, simply check the box next to the left of the name.

End User Manual

(Goal #2)











End User Manual

ECATS

Special Education Module: End User Manual
2018

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Symbol	Meaning
	STOP: It has been > 1095 days (3 years) since this student's Eligibility Date. The student's eligibility has expired. A triennial re-evaluation is due.
	WARNING: It has been > 1035 days since this student's Eligibility Date. A triennial re-evaluation is due within 2 months.
	STOP: It has been > 365 days since this student's IEP was developed. The current IEP has expired.
	WARNING: It has been > 335 days since this student's IEP was developed. The current IEP will expire soon.
	STOP: It has been > 97 days since the initial referral. The 90-day timeline has been exceeded.
	Warning: It has been > 77 days since the initial referral. The 90-day timeline is due soon.
	The student has a current eligibility and a current IEP/PSSP.
	This student is currently classified as a general education student.

Student Compliance Overview

Every student in ECATS has a compliance symbol associated with their name. When viewing the caseload, the compliance symbols are a quick way to see which students are in or out of compliance, as well as students who have approaching deadlines. Definitions of compliance symbols are located below.

	01/02/2018	TST	2	Lillian Test Student	LILLTEST	8 Years	DD	Caleb User Test	01/02/2018	01/01/2019	21	
		TST	5	Pauline Test Student	TESTPAULINE	10 Years		Caleb User Test			6	
	12/01/2017	12/25/2017	TST	2	Abhishek Test NC	AP-NC-01	18 Years	MU	Admin Test	12/25/2017	12/15/2018	1

New Forms

(Goal #1)

Headers and Footers



Student's UID# = PowerSchool ID



Student:	Student UID#	DOB:
School:	Grade:	Age:

Student's Full Name



Student's UID# = PowerSchool ID



C: EC File, Parent/Guardian

Student ID#:



Pre-Planning

Draft

Draft documents are intended to provide an opportunity to:

- Plan appropriately for upcoming meeting; and
- Develop proposals for the IEP Team to consider.

Final Documents

- Record the IEP Team's final decisions.

Pre-planning is not pre-determination unless draft documents include decisions that must only be made by the IEP Team.

Examples include:

- Eligibility Determination
- Accommodations/Modifications
- Placement
- Services



Referral

SPECIAL EDUCATION REFERRAL – School Age

Meeting Date:		Date School Received Written Referral:	
Referral Source:		Referral Source Position:	

Meeting Date = The date
the IEP team meets.

Date School Received
Written Referral = The
beginning of the 90-day
timeline.

Prior Written Notice

EXPLANATION OF ACTION(S) REFUSED:

3. Description of action(s) refused:

4. Explanation of why the agency refused to take the action:



Prior Written Notice

6. A description of other options that the IEP Team considered and the reasons why those options were rejected:

IEP

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Meeting Purpose: ☐ Initial ☐ Annual Review ☐ Addendum

Meeting Date:			
From:		To:	

← The date of the IEP Team Meeting

↑
From = The date this IEP begins
This should match the date to
implement on the PWN.

↑
To = 365 days from the date of
the MEETING



IEP

Student Profile

Present Level(s) of Academic and Functional Performance

Area(s) Assessed	Source of Relevant Information Include date of assessment and baseline data. Scores should be self-explanatory. If not, an explanation must be included.	AREA(S) IN NEED OF SDI Yes / No
---------------------	---	--

Consideration of Special Factors:	YES / NO	If yes, location in the IEP
-----------------------------------	-------------	--------------------------------

Secondary Transition

**Measurable
Annual
Goals**

Reevaluation

☐ The IEP Team has decided that formal evaluations are needed to determine:

YES	NO	Eligibility
<input type="radio"/>	<input type="radio"/>	If the student continues to have a disability, or a different disability area is suspected.
<input type="radio"/>	<input type="radio"/>	If the student continues to need special education and related services.

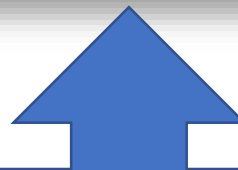
YES	NO	Programming: Development of the Individualized Education Program
<input type="radio"/>	<input type="radio"/>	Present levels of academic achievement and functional performance.
<input type="radio"/>	<input type="radio"/>	Whether any additions or modifications to special education and/or related services are needed to meet measurable annual goals and participation in the general curriculum.



Related Services Support Plan

Supports for academic, functional, personal changes or circumstances (if applicable):

What information is known about the student that will assist in developing an individualized education program? ☐ Not applicable at this time



This text box is available within the Present Levels of Academics and Functional Performance section of the IEP. It can be use to describe the related services support that may be needed. This correlates to the the “Description of Student Needs” section on the current RSSP.

Related Services Support Plan

Supports for school personnel:

Describe consultation and/or training for school staff to meet the unique needs of the student.



This text box is available within the Least Restrictive Environment section of the IEP. It can be used to specify the support/training of classroom interventions delegated to classroom teachers/staff. This correlates to the the “Classroom Intervention” section on the current RSSP.

Related Services Support Plan

Related Services:						
Service	Amount of Time in Minutes	Frequency	Location	Duration		Service Type
				Begin	End	
						<input type="checkbox"/> Goal <input type="checkbox"/> Supplemental Aids/Services Accommodations/Modifications

This text box is available within the Least Restrictive Environment section of the IEP. It can be used to specify the related service provider support. This correlates to the the "Related Service Provider Support" section on the current RSSP.

Related Services Support Plan

Supplemental Aids/Services/Accommodations/Modifications:

In the space provided, list the subject/activity area in which the student will participate and the supplemental aids, supports, modification, and/or accommodations required (if applicable) to access the **general curriculum** and make progress toward meeting annual goals. If supplemental aids/services, modifications/accommodations and/or assistive technology will be provided in **special education** classes, include in the table below.

Specific Area(s) of Need	Supplemental Aids/Services Accommodations/Modifications	Implementation Specifications	Implementation Subject/Activity Areas

This text box is available within the Least Restrictive Environment section of the IEP. It can be used to specify the related service provider support and/or equipment needed. This correlates to the the “Related Service Provider Support and Equipment Needed” sections on the current RSSP.

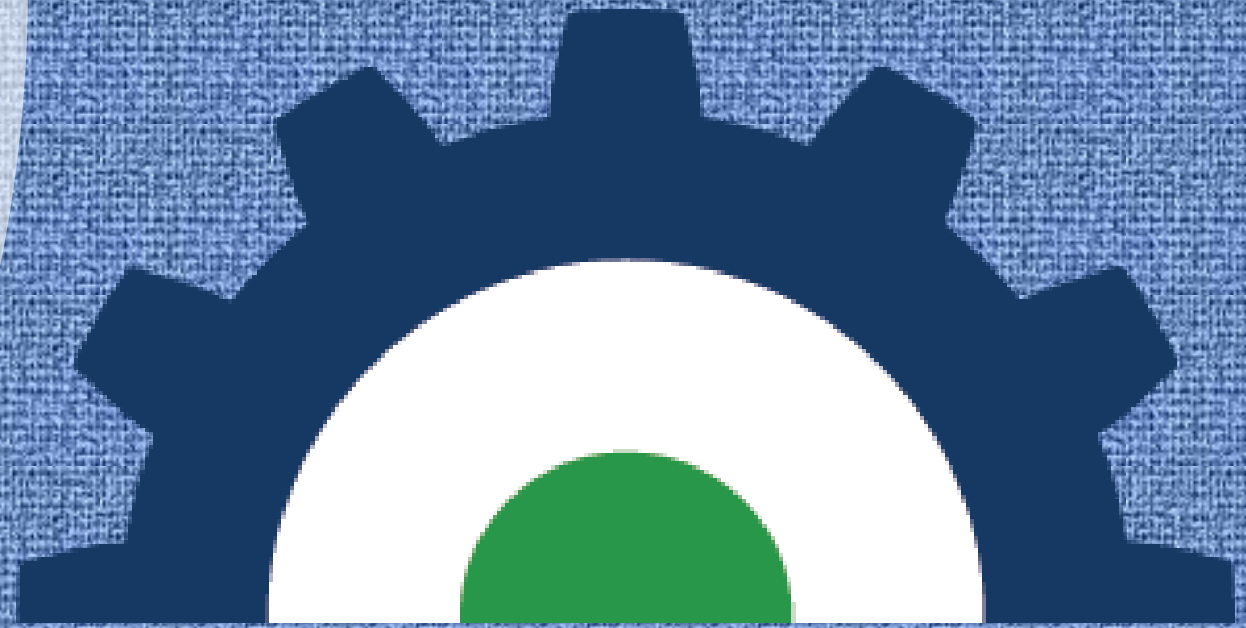
Parent Letter

(Goal #7)



Data Management Activities

(Goal #4)



ECATS

Preparation for Transition

Review and Revise Data Management Practices

- Monitor compliance symbols carefully
- Advance planning will be necessary for all IEP Team members in order to facilitate contributions to DRAFT documents
- Determine local practices for the window of time permitted for DRAFTS to be FINALIZED after IEP Team meetings are held – DPI will establish the maximum (days not months!)
- Federal reporting elements are generated as EC business is conducted
 - DO NOT WAIT to input data



Preparing for Transition Dark Period

- June 18 - July 7th
- Data Migration from CECAS/3rd parties to ECATS
- Stand-alone forms must be used during this time
- EC business must not be interrupted if it needs to occur during this window
- Track key federal reporting data elements

Grace Period

- July 7th – October 1st
- Local training continues
- **NEW** EC business is generated in ECATS as it occurs and upon the LEA's completion of its training plan
- LEA-level Data Managers should input federal data reporting elements in both CECAS and ECATS for all EC business conducted during the Dark Period. This also occurs for the Grace Period until the LEA establishes the start time for teachers/staff to begin data entry for EC processes.



Preparation for Transition

CECAS Reports to Review

Review Closed Services by Student Report to identify student records that need to be exited or need an updated plan/IEP documented in CECAS.

Closed Services by Student								
Search Criteria								
Region:		SW - Southwest						
LEA:		888 - SW-EC Training LEA						
Schools:		ALL						
Selected Grades:		ALL						
Sorted By:		Student Name						
Student Name	SSN	Dis	Date of Birth	Age	Last IEP	Last Eval IEP	Att LEA	School
APRIL DATA ERROR, DATA REQUEST 1 Occupational Studies		LD	08/31/1998	19.1	1/10/2014		SW-EC Training LEA	SW-PC Training School
APRIL DATA ERROR, DELETE 1 Math		DD	02/10/2008	9.6	5/15/2016		SW-EC Training LEA	SW-PC Training School
APRIL ERROR, CORRECT IN RECORD 1 Content Support		OH	12/27/2007	9.8	12/17/2015	12/17/2015	SW-EC Training LEA	SW-PC Training School
April Error, Patty 1 Math		DD	01/05/2008	9.7	10/15/2014		SW-EC Training LEA	SW-EC School
APRIL ERROR TEST, DELETE 1 Content Support		DD	09/15/2007	10.0	5/25/2015		SW-EC Training LEA	SW-PC Training School



TIMELY PLACEMENT PROGRESS REPORT									
Submission Details Region: SW - Southwest LEA: 888 - SW-EC Training LEA School: All Case Manager: All Current Status: All Time Period: All Group By: School Sorted By: Student Name Report Type: Detailed									
Student Name	CECAS UID#	Date Of Birth	Age	Grade	Reported Race	Gender	Current Status	Referral Date	# of Days from Referral Date
School : SW-PC Training School									
green, green	836L9UUYX8	02/14/2009	8.6	03	Black or African American	M	Referral in Progress	09/07/2017	20
INITIAL PLACEMENT, STUDENT FIVE	93305713O7	12/23/2001	15.8	07	Black or African American	M	Referral in Progress	08/07/2017	51
last name, first name	93E7910CXG	12/10/2005	11.8	05	Two or More	M	Referral in Progress	08/15/2017	43
test, student	32DS1D9081	08/08/2008	9.1	04	American Indian or Alaska Native	M	Referral in Progress	06/16/2017	103
Total Number of Students : 4									
Total Number of Students for the Entire Report :				4					

Review the *Timely Placement Progress Report* (Indicator 11) to identify student records that need to be completed with initial placement documentation.



Review the *Early Childhood Outcomes Report* (Indicator 7) to ensure the category “Other Grades” in the total count displays zero.

Early Childhood Outcomes Report			
DOB 01/01/2012		Setting RECP 10 HRS OR MORE (3-5)	
Reported Race Asian		Date of Entry into Preschool Special Ed 11/07/2016	
Gender Male		UID 06M2YI5XPM	Status Active
Outcomes	Entry COSF	Exit COSF	Federal Progress Category
COSF Date	11/14/2016	06/06/2017	
Positive Social-Emotional Skills	3	4	C
Acquiring and Using Knowledge and Skills	3	4	C
Taking Appropriate Action to Meet Needs	3	4	C
Total number of students			3
Pre-Kindergarten & Kindergarten		Active: 2	Exited: 0
Other Grades		Active: 1	Exited: 0



Review the *Periodic Export Student List Report* to identify exited student records that will be counted in the 2018 September Exit Count.

Special Ed - Periodic Count Export Student List

Exited Students

Date: 04/25/2018

Time: 04:53 PM

Search Criteria

Region: SE - Southeast
LEA: 641 - SE-EC Training LEA
Schools: [All]
Count Period: Sept exit test count 2018
Selected Grades: [All]
Sorted By: Student Name

Student Name	Date of Birth	Gender	Reported Race	Primary Handicapping Condition	Age	School	Grade
Carolina, Spring	03/01/2008	F	White	LD - Specific Learning Disability	10.16	SE-EC Training School	04
Total No.of Students at the LEA Level:							1
Total No.of Students Reported:							1



Special Ed - Periodic Count Export Student List

Active Students

Date: 04/25/2018

Time: 05:10 PM

Search Criteria

Region: SE - Southeast
LEA: 641 - SE-EC Training LEA
Schools: [All]
Count Period: December 2018 Test Count
Selected Grades: [All]
Sorted By: Student Name
Entitled: Entitled

Student Name	Date of Birth	Gender	Reported Race	Primary Handicapping Condition	Age	School	Grade
DECEMBER DATA ERROR, DELETE	01/20/2009	M	Two or More	OH - Other Health Impairment	9.83	SE-EC Training School	03
March, Mary	06/06/2012	M	White	SI - Speech or Language Impairment	6.41	SE-EC Training School	PK
Total No.of Students at the LEA Level:							2
Total No.of Students Reported:							2

Review the *Periodic Export Student List Report* for December Child Count to identify active student records that will be counted in the December 2018 Child Count.



Upcoming Training

(Goal #4)

Pre-Roll-out Training Webcast

Goal:

To provide EC Directors and Data Managers with the information they need to manage processes and data throughout the transition to ECATS

Specifics:

- Six (6) webcasts held over a two-week time frame (repeats)
- EC Directors/Coordinators + LEA Level Data Manager
- One and one half to two hours (1.5-2) of training time

Pre-Roll-out Training Webcast

Topics to Address During Sessions

- Minimum reporting requirements during the dark/grace period
- Key Performance Indicators, such as number of annual reviews due by a specific date or overdue date violations, accessed via a system dashboard
- Functionality supporting EC Directors as they manage and monitor staff (to increase compliance with Special Education timelines).
- How to quickly access & review complete electronic file for each student
- PK-13 Educational Institution and School level reports









Pre-Roll-out Training Webcast

Session Schedule

Day:	Time:	Call in Information
Monday, May 21	2 – 3:30 pm	Webex link TBD
Tuesday, May 22	11 am – 12:30 pm	Webex link TBD
Wednesday, May 23	2 – 3:30 pm	Webex link TBD
Wednesday, May 30	11 am – 12:30 pm	Webex link TBD
Thursday, May 31	2 – 3:30 pm	Webex link TBD
Friday, June 1	1:30-3:00 PM	Webex link TBD

Follow-up: March Director's Advisory Committee

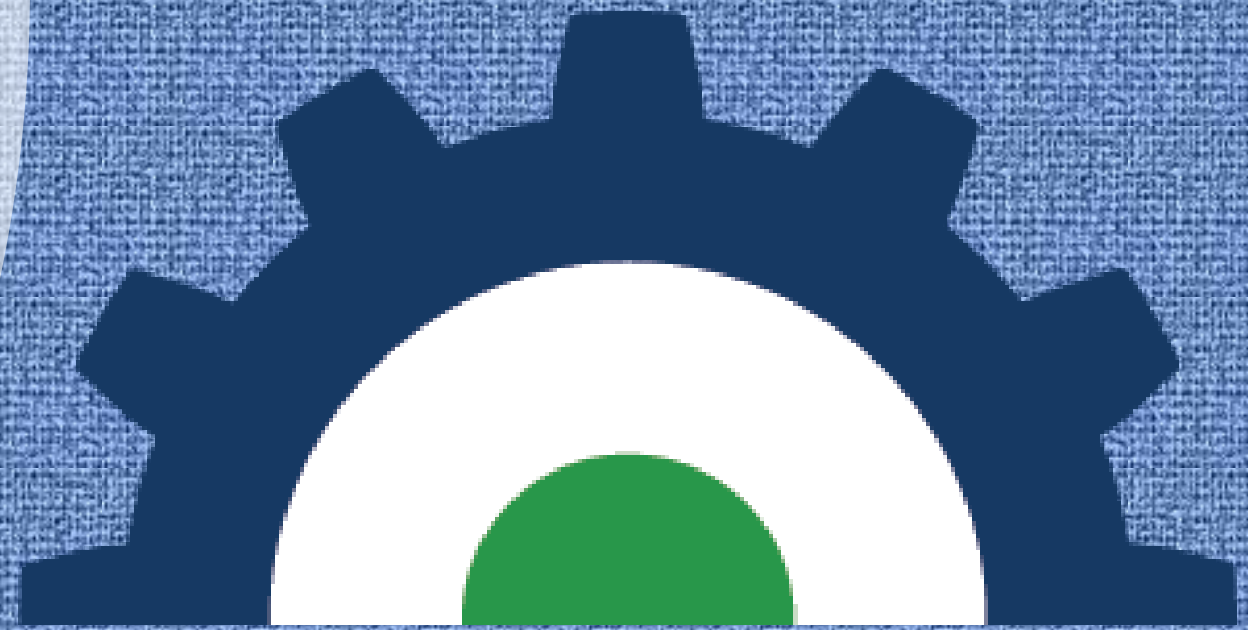
ECATS: Training Supports for the Field

Goal #1	Release pdfs of Forms + Directions	
Goal #2	Release User Guides with Screenshots	
Goal #3	Provide "Orientation/Sneak Peak" Video of the Platform	
Goal #4	Train data managers for minimum reporting requirements in dark/grace period	
Goal #5	EC Director Training (Advanced Reporting/Standard Reports/Administrative Tasks)	
Goal #6	Share Baseline Descriptions of User Permission/Roles for Access Planning	
Goal #7	Release a Parent Letter to Introduce ECATS and Explain Transition	



*Thank
you*

Additional Questions
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ECATS